

AD703871

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	3-23-70	
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B. REPORT TITLE AND/OR NUMBER		
"The Incorporation of Behavioral Sciences into Management Curricula and Research"		
C. MONITOR REPORT NUMBER		
NA		
D. PREPARED UNDER CONTRACT NUMBER(S)		
DAAD05-69-C-0102		
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DC FORM 50 AUG 68

THE INCORPORATION OF BEHAVIORAL SCIENCES
INTO MANAGEMENT CURRICULA AND RESEARCH
(A Study of Change)

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Texas Technological College

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Presented to

Mountain-Plains Management Conference
October 24, 1968
Durango, Colorado

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Preparation of this study was supported by

Texas State Appropriated Research Grant 191-8412
U.S. Department of Defense Thesis Contract DAAD05-69-C-0102

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THE INCORPORATION OF BEHAVIORAL SCIENCES
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The behavioral sciences came into business with Walter Dill Scott's early efforts at the turn of the century. Continued emphasis on the relevance of behavioral science in universities was stressed by Bossard and Dewhurst in their work, "University Education for Business", in 1931. We might feel that the behavioral sciences are in schools of business and industrial administration to stay with the impetus of the Pierson and the Gordon-Howell reports of the late 1950's.

The concern of this group should be exactly how we might implement the mandate that behavioral sciences be integrated into a behavioral business study. The general purpose is to provide a scientific study of human behavior for business and management purposes. Much literature has been forthcoming in recent years as increasing numbers of persons with a bent for social and behavioral sciences have become interested in the problems of management and administration. There has been a further encouraging trend toward increased amounts and rigor of research dealing with behavioral problems of managers and administrators as they relate to their own organizations.

As a part of my study in this area, I would like to cite several areas that we might examine with regard to the behavioral sciences and

their relationship to management curricula. Specifically these question areas are:

1. Are the subjects of interest to students and practitioners of the behavioral sciences in management?
2. How are the behavioral sciences integrated into the curriculum?
3. Who provides the behavioral science instruction in management curricula?

These questions will be explored with the understanding that proper systems orientation would be observed in management curricula specifying behavioral instruction and research as a subset of the total management curriculum.

In systems logic, it would be only proper to examine the output of behavioral science contribution to the management curriculum. If the management curriculum is concerned with the instruction and research areas related to management and administration, we essentially seek the type of results or performance with the efforts and cooperation of human beings who are particularly related to performance sub-criteria of effectiveness and efficiency. In the viewpoint of the manager or administrator as a decision maker, the effective and efficient use of human beings as a prime resource is a very important reason for the effective study of human behavior in management and administration. As Professor Leavitt has pointed out in his fine book entitled, Managerial Psychology, people are all alike and very different. The means by which we learn about people and the causes for their behavior both as an art and as a science, can logically fall within our purview of the behavioral sciences.

The participation of our students in research and study of behavioral sciences in business and administrative settings can provide further awareness, comprehension and understanding of the following behavioral dimensions:

Whats, as a detection of behavior with the objects of study as phenomena.

How's, in which we attempt to understand behavior by observing and studying relationships.

Why's, in which we attempt to predict behavior by establishing cause and effect relationships.

The methodology for effectiveness then constitutes the scale of progressing rigor and sophistication in which we progress through:

1. The introduction of concepts useful to business and administration with regard to:
 - a. a level of individual activities
 - b. activities of primary and intermediate groups
 - c. mass societal activities
2. A second and a next higher order; that of analytical skills and tools:
 - a. choice, perception, motivation, and problem solving activity
 - b. communications, organization, and authority
 - c. values, beliefs, attitudes, and cultural factors
3. A third type of effectiveness which indicates behavioral sophistication at an even higher level and would render action inputs to business and administrative models with regard to:
 - a. individual and group decisions
 - b. organizational effectiveness and influence
 - c. cultural and mass societal influence

So much for the output. We might proceed then from the output end of our management curriculum model to the input side and examine what the behavioral elements are that will constitute the grist for behavioral instruction and research. These will be used under three groups:

1. Individual behavior (thinking and choice, learning, motivation, perception, opinions, attitudes and beliefs)
2. Group behavior (small group and interpersonal activity, role and status, socialization and stratification, the society--change, conflict, disorganization--and group opinions, attitudes, and beliefs, communications, leadership and influence.)
3. Organizational and institutional behavior (organization theory, culture, ideology, and value theory)

It can be easily seen that the previous topical areas are subsets of individual and group behavior constitutes input from the disciplines of psychology, social psychology, sociology, and cultural anthropology. In addition, some assistance is also rendered by allied social sciences of history, political science, philosophy, and the like. As such, the topics mentioned above might be expected to be more comfortable in a principles of philosophy, sociology or psychology course. However, the basic findings regarding human behavior are of importance today in that they underline much instruction in the entire curriculum of business schools around the country, even though they may be cleverly disguised in course descriptions and lectures that deal with topics such as marketing, managerial economics, business policy, and the various sub-fields of management study.

The next concern would be the manner in which the behavioral content is packaged for presentation to students of management and researchers in the management sciences. As such this area will constitute some attempt to answer the "how" behavioral sciences are found in management curricula. From my initial study of management

curricula in the Southwest, I find that behavioral content is incorporated in many types of courses that come under a broad span of titles and descriptions. The particular concern for my study has been the perception of what I would call rigorous and genuine behavioral science as opposed to the more unsophisticated forms in which management has been taught for many years. Mind you, I am not deriding the forms in which behavioral content has been described in the management of human behavior for many years. My chief concern is for the impact of the hard core disciplines of the behavioral sciences as they are making new and richer contributions to management study. As such, my observations constitute value judgments that I present regarding representative course titles for your inspection, such as:

Business Psychology	Human Relations
Human Behavior	Organization Theory
Personnel	Behavioral Science for
Values Principles and Theory	Business and Management
Business and Society	Industrial Relations
Manpower Management	Interaction Analysis

I was interested to note that while we have certain common understandings about many of these course titles, the descriptions of these courses and the types of texts used have indicated that a growing orientation is displayed with the corporation of the behavioral science content to strengthen what previously constituted the accepted areas such as personnel, human relations, and supervision. A particular feature of the newer courses with the behavioral orientation appears to be an emphasis on conceptual and analytic material which has been the hallmark of the newer thinking in business curriculums of today.

Who teaches behavioral science content in the management curriculum? A very important question to be considered by any business school and management department. This is of major importance in the systems view of curriculum development since we are talking about input elements as well as processor and control elements. In this regard, my investigation has led me to conclude three distinct bodies engaged in behavioral science instruction in management curricula.

1. **Psychology or Sociology Departments.** A considerable number of business schools utilize the services of their colleagues in psychology and sociology departments for courses such as business psychology, testing for business, industrial training, personnel psychology, industrial training, human factors, and so forth. The action of management departments is somewhat mixed in this area, and displays the division in the professional organizations of the sociologists and psychologists regarding applied aspects of their disciplines. A particular controversy has developed in the business and industry division of the Psychological Association where the purists are contending with the applied scientists over developments of the objectives, contents, and research regarding psychology in business and administration fields.
2. **The Management Department.** A considerable and increasing number of professors in management departments have received excellent training in behavioral sciences as a minor field, or as an area of study in which they have engaged as a bootstrap operation. I think such an activity is highly commendable, and the results have been very encouraging to those genuinely interested in the incorporation of the behavioral sciences into the business curricula.
3. **Behavioral Scientists in Management Departments.** An increasing trend is also seen where management departments are hiring their own behavioral scientists. The majority of the cases, such persons have their degrees in behavioral sciences with some work in business fields. It has taken a considerable amount of orientation and study on the part of the behavioral scientist to fully identify with business school curricula to the extent that they can make meaningful contributions without teaching principles of psychology and sociology courses in the business

classroom rather than the social science classroom. In my investigation, the success of such scientists has met with mixed reactions, particularly with regard to acceptance by their colleagues in schools of business administration. It would appear that the challenge has been issued to the behavioral scientists and that their efforts to achieve identification and success will be a direct function of their efforts and that of the department in which they have found employment.

The preceding indicate examples of cooperation and conflict. That will be the case until business schools will have turned out their own future staff members with the types of behavioral training in conjunction with general business education that is desired by leaders and policy makers of management departments. It seems an interesting case to me where behavioral scientists and management professors, if not the same, will be able to practice what they preach, the adjustment and orientation of human behavior to performance and purposeful objectives that are attuned to the needs of our business and administrative society. It is very gratifying to note that an increasing amount of excellent research is being produced by our colleagues and some of the people present at this meeting. A prime example is the Thesis project at Texas Tech dealing with Human Performance and Recovery. This is a joint effort between many departments (including Management) and represents a genuine inter-disciplinary research venture with very heavy behavioral science overtones.

We are also able to observe an increasing number of excellent texts and materials that are emerging in the area of behavioral sciences as applied to business and industry. In simple economic terms, management departments will have to satisfy the demand and help generate demand for the behavioral content and science that we feel is important to managers

and administrators today and increasingly in the future. I am again reminded in this area of integration of behavioral sciences into the management curricula, that this can be a prime challenge and test for behavioral scientists and management theorists to practice what we preach.